

Article - Education

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§15–115.

(a) Each public institution of higher education in the State shall:

(1) Develop a pathway system whereby public institutions of higher education establish graduation progress benchmarks for each academic major and for the general education program for students who have not declared a major;

(2) Require the pathway for each first–time degree–seeking student to include credit–bearing mathematics and English courses in the first 24 credit hours of courses; and

(3) Require the pathway for each degree–seeking student enrolled in a developmental course in mathematics, reading, or English to include the credit–bearing course in mathematics, reading, or English concurrent with or in the semester immediately following completion of the developmental course.

(b) (1) The benchmarks established in subsection (a)(1) of this section shall specify the credit and course criteria that indicate satisfactory progress toward a degree.

(2) Academic units shall establish schedules for regular periodic reviews of student progress.

(3) Students who are in danger of falling behind the program benchmarks shall be required to consult with an academic advisor before registration.

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